Alabama

Education – 1921.

Common Schools, Improvement of.

MONTGOMERY LEADS STATE IN RURAL SCHOOL EFFICIENCY

Montgomery Advertiser 3/6/21

REPORT ISSUED BY BENNER SHOWING SCHOOL STANDING

Jefferson Second, Chambers Third, Russell Fourth; Jefferson Is First in Equipment and System For Negroes; Statistician Suggests Plans For Improvements

Montgomery county leads the state in the efficiency of its white rural elementary s hool system, according to approximate figures compiled by T. E. Benner, statistician for the state educational department and published in the current issue of Alabama School Progress the official publication of the department. Jefferson county however takes first rank in its rural school equipment and system for the education of negroes. Chambers county is seeone Mobile third and Cullman fourth.

In arriving at these figures, as well as figures bearing upon the same subject in all other counties, Mr. Benner states it is 'well to bear in mind that it is quite possible that more weight should be given to some of the items considered in arriving at final averages, because of their greater importance to a good school system, and less weight to others because of their relatively smaller importance. The average scores shown for the counties, he says, should therefore, be looked on only as rough measures.

Mr. Benner states also that before credit or blame is given for the situation indicated by the scores, careful investigation should be made of the conditions which have produced them. He states that splendid natural resources may have assisted educational progress in one county; bad roads, the lack of foresight of an earlier generation, failures of the single crop system, etc., it is declared, may have retarded it in another.

So far as the study he has made of the situation has value, Mr. Benner says it is in enabling the counties to see what are the weaknesses of their school systems in order that they may devote their energies to correcting them. "In some cases", says Mr. Benner, "the remedy lies within the county in better enforcement of the school laws, in better local support, in the creation of a demand for better teachers, in construction of better roads, or in closer co-operation; in others it may lie outside the county in further equalization of educational opportunities between counties, in enlargement of the teacher training facilities of the state, in further extension of the counties' right to tax themselves for school support and so forth."

It is not his intention, says Mr. Benner to criticise the achievements of any county, as he recognizes that where some counties have advantages, other counties have handicaps. His estatimates he states, aims to measure conditions as they are, and he expresses the hope that renewed enthusiasm may result in even more rapid educational progress.

FEW VOTES ARE CAST AGAINST PROPOSITIONS

Montgomery Advertiser 4/11/21.

Success of Election Means Building of New Rural Consolidated Schools in County and Transfer of Warrant Debt

CAMPAIGN LEADERS GREATLY PLEASED

Thorington and Allen Express Satisfaction Over Result of Election; Opposition Vote Widely Scattered

The result of the election by beats follows:

Beat	For Schools Yes	For Schools No	For Roads Yes	For Roads No
1 (Box 1)	32	17	29	17
1 (Box 2)	65	27	69	22
2 (Box 1)	124	26	124	26
2 (Box 2)	28	6	29	5
3 (Box 1)	198	20	198	20
3 Box 2)	106	12	104	14
4	184	32	181	31
5 (Box 1)	54	19	50	23
5 (Box 2)	31	14	30	18
6	45	9	46	8
7 (Box 1)	109	14	105	18
7 (Box 2)	67	17	64	17
8 (Barachias) ..	7	5	7	5
9 (Hope Hull) ..	11	30	21	23
10 (Grange Hall)	53	3	53	3
11, (LeGrande) ..	9	24	7	26
12 (Mamie)	19	23	22	20
13 (Pine Level)..	83	12	83	12
14 (Doublin)	56	37	56	37
15 (Ramer)	151	13	149	15
16 (Fleta)	60	59	50	7
17 (Pike Road) ..	60	2	59	3
18 (Chisholm) ..	88	1	86	3
19 (W. Montgy)..	26	3	24	5
20 (Cap. Heights)	127	18	127	18
21 (Mt. Meigs) ..	7	9	6	10
22 (Snowdoun) ..	6	12	9	9
23 (Cloverdale) ..	112	5	112	5
Totals 1,924		469	1,900	493

SCHOOL BONDS

For 1,924
Against 469

DEBT BONDS

For 1,900
Against 493

Two bond issues swept Montgomery county in a special election Tuesday with a vote amounting to an almost unanimous expression favorable to the bonds. The result of the election authorizes the Montgomery County Board of Revenue to issue $300,000 for the building of rural consolidated schools and $200,000 for the transfer of the county's warranted debt to a bonded indebtedness.

The bond issue swept every beat in the county by tremendous majorities with the exception where the negative vote was slightly more than the favorable vote cast. These four beats were Beat 9, Hope Hull; Beat 11, Legrande; Beat 12, Mamie; Beat 21, Mt Meigs; and Beat 22, Snowdoun. The majority against the issue in these five beats was only 41 votes. These five beats and Fleta returned a slight majority against the debt bonds.

That little opposition which developed against the bond issue was widely scattered is shown by the fact that there was no cancentrated opposition vote the negative votes being widely scattered among the 23 beats in the county. The enthusiasm of the people of the county in the two bond issues is demonstrated in the fairly large vote which was cast despite the fact the the special election called for no other issues and was held solely for the purpose of voting on the bond questions.

A quiet campaign principally in the country beats has been conducted for the past month under the leadership of Jack Thorington, assisted by Dave C. Allen and other members of the county board of revenue and county board of education. Little campaigning for the bond issue was made in the city wards. The central campaign committee headed by Mr. Thorington was assisted by the women's clubs of the city and civic organizations.

The voting of the bond issue for schools means that Montgomery county in a short while will be equipped with half a dozen rural consolidated schools. There are already two schools of this nature, one at Pike Road and Ramer and three and probably four new schools will be built from the bonds voted Tuesday.

The erection of the new schools means that the entire school population of Montgomery will be brought together into modern and up-to-date schools through the operation of trucks ranging out into all sections of the county. Children attending school from the farthest point of the county will not be on a truck more than one hour and the few remaining "shacks" now used as rural schools will give way to modernly furnshed and equipped educational institutions comparing favorably with those at Ramer and Pike Road.

In speaking of the success of the bond issue Jack Thorington, president of the county board of education, Tuesday night said, "I think it is a wonderful thing for the county and shows a wonderful spirit on the part of the citizens. I think it means better times for everybody, a lot of new settlers and a great improvement in our own citizenship.

"The members of this board are grateful to every body for the support given the issue and especially to the citizens of the City of Montgomery and to those voters in the districts where they already have adequate school facilities."

Dave C. Allen, president of the County Board of Revenue stated Tuesday night that he wes very gratified to know, as a member of the board that the people of the county had endorsed the views of the board in these two important questions and that they had voted in favor of them. Mr. Allen stated that although financial market conditions at the present time would not permit the practice of extravagance, he thought that in view of the fact that the citizens of the county had taken this stand regarding education that it was a cause that should be fathered and pushed forward as rapidly as possible.

ALABAMA'S SCHOOL PROGRESS.

Montgomery Advertiser 4/25/21

The Advertiser some days ago commented upon the very satisfactory showing made by Alabama along educational lines in the census figures of 1920; this progress is further emphasized in the figures made public Thursday relating to the school conditions in this State.

There were 428,939 children between the ages of 7 to 13 in Alabama in school in 1920 in which 344,699, or 80.4 per cent. were attending school, the census bureau announced, as compared with a percentage of 66.3 attending school in 1910. Of the children between 14 and 15 years of age 77.6 per cent. were attending school in 1920 and of those 16 to 17 years of age 48.8 per cent. were enrolled.

Of the white children 7 to 13 years of age, 87.5 per cent. were attending school in 1920, as against 78.4 per cent. in 1910. For negro children of the same age the per cent. increased from 53.4 to 69.3 per cent.

There is nothing in these figures of which the State should be ashamed. They reveal a steady progress in the past ten years. It might be argued that Alabama, educationally, has increased about as rapidly as her financial resources will allow. But it would be foolish to sit complacently down and be satisfied with what we have done. A great task is still before us. It is gratifying to realize that the school movement has gotten such an impetus that it will continue to advance even though as a people we should sit supinely down and do nothing more to accelerate it.

We at last know, in an approximate way, from these same figures, how many negroes left Alabama in the general hegira to the industrial centers from 1915 to 1920. The new figures show that in 1910 Alabama had 908,282 negroes in its population and that this negro population decreased in 1920 to 900,652. These are rather surprising figures—it had been generally thought that the number of negroes who left Alabama in the past six years would have totalled much more than eight thousand net. But the birth rate among negroes is shown by every census to be high; until the last census the total of the negro population in Alabama had shown a steady increase.

The percentage of negro population during the past ten years showed a decrease in forty-seven counties in the State. When it is realized that this per centage for the entire State dropped from 43.5 to 38.4 and that the white population showed a substantial increase, the prophesy is held out that slowly the white population will become more and more dominant.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH REEL 13

NEGROES HOLD GREAT EDUCATIONAL RALLY

4/27/27 Montgomery Advertiser

(Special to The Advertiser)

DEMOPOLIS, ALA., April 26—The negroes had a great school rally to come to a close Sunday at this place. The climax of the rally was a mass meeting Sunday afternoon at their new school building east of town. Five months ago a movement was started under one of their leaders, Prof. U. S. Jones to build a first class school house. The house is now hulled in floored and covered, and they say it will be finished before September. It is a two story building and is to be brick veneered. When finished it will have cost about $14,000.

There was raised at the rally Sunday over $1,500. The white people are not only giving words of encouragement to them but are putting their money into the enterprise. The principal speaker of the rally was Dr. M. H. Mixon, colored of Selma. Other speakers were mayor J. I. Lee, Revs. R. F. Clayman, (Presbyterian) O. C. McGhee, (Methodist), and A. A. Hutto, (Baptist) and G. G. Griffin. This will be the public school for the negroes. Prof. U. S. Jones has been teaching here about twenty years, is a graduate from Booker T. Washington's school at Tuskegee, and has the confidence of best people of Demopolis. He is following the plans of Washington in his work. A fine spirit of good will and cooperation exists between the negroes the negroes and white in this section.

SCHOOLS BENEFIT BY INCREASED TAXATION; PER CAPITA NOW $4.46

The Montgomery Advertiser 10/13/27

Montgomery County's Portion of School Fund $113,101.14 For Year Just Beginning; Twenty-two Per Cent Increase

Montgomery county will get $113,101.14 out of the general education fund of the state for the fiscal year beginning October 1, 1921, according to the apportionment figures for the counties of Alabama made public by state superintendent of education John W. Abercrombie Wednesday. An increased per capita throughout the state of 85 cents is shown over that of the previous year. For the fiscal year beginning October 1, 1920, the per capita apportionment was $3.61. The per capita apportionment for the fiscal year beginning October 1, 1921 is $4.46.

The apportionment shows that an increase of receipts for this fund have occured from the three mill school tax of $613,876.23. Thus it is that the three mill tax which has caused the per capita increase. The total apportionment from the fund for the coming year is $3,443,703.56.

The apportionment by counties is as follows:

County	Apportionment
Autauga	$29,458.30
Baldwin	31,478.68
Barbour	55,192.50
Bibb	34,333.08
Blount	41,701.00
Bullock	45,563.36
Butler	45,639.18
Cauhoun	73,126.16
Chambers	65,303.32
Cherokee	31,041.60
Chilton	33,896.00
Choctaw	30,983.62
Clarke	40,206.90
Clay	33,806.80
Cleburne	10,806.86
Coffee	46,317.10
Colbert	43,574.20
Coneuch	37,629.02
Coosa	22,523.00
Covington	55,785.68
Crenshaw	34,377.68
Cullman	51,178.50
Dale	34,658.66
Dallas	80,846.42
DeKalb	53,841.12
Elmore	44,154.00
Escambia	34,716.64
Etowah	67,470.88
Fayette	28,213.96
Franklin	32,977.24
Geneva	44,479.58
Greene	26,125.62
Hale	40,576.84
Henry	29,186.24
Houston	31,258.78
Jackson	54,081.96
Jefferson	408,005.26
Lamar	29,966.74
Lauderdale	67,087.32
Lawrence	36,392.33
Lee	49,225.02
Limestone	48,430.10
Lowndes	45,246.70
Macon	35,742.44
Madison	71,128.08
Marengo	51,255.57
Marion	36,059.10
Marshall	49,755.76
Mobile	106,870.52
Monroe	41,981.98
Montgomery	113,101.14
Morgan	59,649.92
Perry	39,341.66
Pickens	39,850.10
Pike	46,067.34
Randolph	42,111.32
Russell	41,562.74
Shelby	37,990.28
St. Clair	34,796.92
Sumter	52,553.14
Talladega	62,248.22
Tallapoosa	44,332.40
Tuscaloosa	70,847.10
Walker	67,899.04
Washington	22,478.40
Wilcox	45,037.08
Winston	22,279.36
Total	$3,443,703.56

LESSONS IN AUTOMOBILE MECHANICS WILL BE TAUGHT

BOARD OF EDUCATION ADDS TO MANUAL TRAINING OF THE PEARL HIGH SCHOOL

NEW BUILDING BEING ERECTED BY STUDENT BODY—COMPETENT INSTRUCTORS TO BE ENGAGED

Nashville Globe 1927

A mechanical department to teach all phases of automobile repairs and construction has been added to the Nashville public school system, according to report that has gained circulation. A new building is being erected on the Pearl High School grounds in which this department of the city educational curriculum will be housed and taught. Competent mechanics and machinist who know all of the intricate workings of automobiles and motor driven machinery are to be employed to give these lessons to any citizen of Nashville who desires to take advantage of them.

Prof. Washington, the principal of Pearl High School, has not as yet given out a formal statement outlining the curriculum and the courses to be taught, nor does the public really know just how far these instructions will take them; but it has been generally conceded that it will be the most thorough automobile school operated in the South by the public school system.

One of the outstanding features of the new department that seems to be pleasing to all concerned, was the brave attempt on the part of the high school boys to erect their own building. The excavation has already started and the foundation on the building will be well under way and rushed to completion with a view of getting into the building by the first of the new year, so it was learned this week. For a long time Pearl High School has had the advantage of mechanically training the students in woodworking, shoe making, brick masonry and other departments of the craft of trade. This has been for the boys, while the girls have been taught millenery, dress-making and home economics.

Whether the new building will house all of these manual arts has not yet been learned but many are hoping that the old frame building formerly known as Knowles School, would be raised to the ground, and that a magnificent trade building occupying the entire space now held by the old Knowles School will be erected.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH REEL 17

Colorado

Education—1921.

Common Schools, Improvement of

EQUAL SALARIES FOR EQUAL QUALIFICATIONS.

Elementary Teachers Receive as Much as High School Teachers With Similar Preparation.

School ~~Life~~

Equal salaries for teachers with equivalent ability, training, and experience, whether they are employed in high schools, junior high schools, or elementary schools, are provided by the salary schedule which became effective in Denver, Colo., on December 1, 1920.

The minimum professional training required for appointment to a position in the elementary schools is graduation from a standard two-year normal-school course (two years above the high school) or its equivalent.

Approved experience up to two years in other school systems is recognized in the new schedule and liberal provision is made for leaves of absence for advanced study or for sickness.

Preparation.	Minimum.	Maximum.	Yearly increases.
Normal school graduate (high school plus two years) or less.	$1,200	$2,040	7 x $120.
High school plus three years.	.....	2,280	2 x $120 above $2,010 maximum.
High school plus four years (for teachers with four years of professional training not organized so as to obtain a degree from a standard college or university).	.....	2,520	2 x $120 above $2,280 maximum.
A. B. degree from standard college or university.	1,500	2,880	8 x $150 and 1 x $180.
A. M. degree.....	.....	3,080	2 x $100 above A. B. maximum.
Teachers appointed in last few years who have less than the minimum requirement as to preparation.	.....	1,800	6 x $100.

SOME ELEMENTARY TEACHERS RECEIVE $3,250.

Entrance salaries for elementary teachers in the schools of New York city are $1,500 and $1,900, the first for teachers of the kindergarten and the first six grades, the second for teachers of the seventh and eighth grades. The $1,500 salary increases by an annual increment of $125 to a maximum of $2,875. The $1,900 salary increases by an annual increment of $150 to a maximum of $3,250.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH

District of Columbia

Education – 1921.

Common Schools, Improvement of.

PROF G. C. WILKINSON TAKES POSITION

The Washington Eagle
5-21-21

Action of the Board of Education Thursday, May 10, removed Roscoe C. Bruce, assistant superintendent of schools from office for an indefinite period. Bruce requested that he be given an indefinite leave of absence without pay beginning September 1, 1921.

All members of the Board of Education voted in favor of this proposition except Fountain Peyton, who will be succeeded by William L. Houston on the board of education July 1st of the present year. Action of the board anticipates slow death o fthe Parents League, and a return of Bruce to his position after the storm has blown over.

Choice of Garnet Wikinson as Bruce's successor is very popular except with officials of the Parents League. Wilkinson is known as a thorough school man who has come up through the ranks to the top of his profession. His mistakes have been few, and his ability recognized everywhere.

Action of the board of education in the matter is regarded as a doubtful victory for the Parents League.

REEL 13

Educational - 1921.

Florida.

Common Schools, Improvement of.

Amazing Improvement Shown In Florida's Common Schools Due to Local Tax System

Atlanta Constitution

BY JAMES A. HOLLOMON 8/22/21

Tallahassee, Fla., August 21.—(Special.)—The story of the evolution of the common schools of Florida reads like a romance.

Twenty-five years ago they were of the one-room shack, and second-grade certificate variety. They were, comparatively speaking, few and far between, maintained in a half-handed fashion by state taxation; and were more remarkable for their uselessness than for their usefulness.

Today the common schools of Florida are fitting examples for the very best there are in America.

In the costs and adequateness of buildings, the wholesomeness of surroundings, the equipments, efficiency of teachers, high and varied curriculums; and in the attendance Florida ranks among the first in the country—the result of a general pride in the public schools engendered by local self-government and by the readiness with which school patrons will tax themselves to maintain their own local schools for their own children.

RESULT OF LOCAL TAXATION.

The excellent result has been the outcome absolutely of a system of local school taxation.

There are counties in Florida that have gone to the extreme. They have taxed themselves to the constitutional limit, and builded and developed even beyond their means, and are hence in debt. But the instances are few, and they will overcome their present embarrassments. The fact is—and it stands out as boldly as a pot leg—Florida is a striking example of common school efficiency, with fine plants, well-paid teachers, full terms, heavy attendance, and satisfactory results to pupils.

Florida is particularly strong in her county high schools. She has followed a course of concentration—doing away as far as practicable with the one-teacher, one-room schools, and making graded community schools instead, and she has found it wonderfully satisfactory.

COMPARISONS SHOW SCHOOL EVOLUTION.

I shall demonstrate the evolution of the common schools of Florida by comparative figures that tell more in a sentence than I can write in a page. For instance, the increase in teachers since 1900—twenty years ago:

	1900.	1910.	1920.
Total non-resident teachers	362	1,079	1,421
White	293	854	1,255
Negro	69	225	165
Of county where taught	277	858	1,065
White	218	647	915
Negro	59	211	153
Of the state of Florida	85	221	353
White	75	207	340
Negro	10	14	13

The next substantial proof of the evolution in the 20 years will be the increase in appropriations through school taxation, state, county and district, in 1900, 1910 and 1920, respectively—

School taxes collected:

	1900.	1910.	1920.
Poll taxes	$ 36,432	$ 61,642	$ 102,002
One mill tax (state)	85,670	134,708	307,536
County taxes	371,539	926,010	2,967,978
District taxes	40,231	200,088	1,300,164
Totals	$533,873	$1,322,448	$4,677,680

In plain figures it is shown that Florida, with only 52 counties, and less than 1,000,000 population, almost exactly one-third the size of Georgia, contributed last year, and **paid** for the upbuilding and maintenance of her common schools $177,680 **more** in school taxes than did Georgia through its state appropriation, which is the paramount common school support fund in that state. Georgia's state appropriation in 1920 was $4,500,000, the major portion of which has not yet been paid. In addition it prorated among the counties $75,000 interest from the state's school endowment.

It will be observed that more than $4,000,000 of the total common school appropriations in Florida for 1920 came through local taxation—that is county and district school taxes.

This is remarkable, and as I have tried to make clear, is the system that has been responsible for the marvelous development of the public school interests of the Peninsular state.

REMARKABLE GROWTH IN PLANT VALUES.

Another startling comparison is in the growth of the value of school properties, and the following compilation is of interest:

Value of school property:

	1900	1910	1920
School lots	$116,314	$ 410,415	$2,068,291
Whites	89,192	366,237	1,934,699
Negroes	27,122	44,178	133,592
School bldgs.	$542,044	$1,901,054	$9,875,268
Whites	458,237	1,722,308	9,174,002
Negroes	83,807	178,746	701,266
Value of lots and buildings—			
Whites	$547,429	$2,088,545	$11,108,701
Negro	110,929	222,924	834,858
To'l	$658,358	$2,311,469	$11,943,559

The value of all common school property in Florida today, including furniture and equipments, will run close on to $15,000,000.

Think of that, for a county maintained system, and compare it with Georgia—prorated on population—for a state-maintained system.

It must be understood that Florida has a system of county school superintendents, a state director of vocational education, a supervisor of agricultural education and two rural school inspectors. All of these attaches of the state department of education, with specific duties, work to a larger or smaller extent through the state's common school system.

For instance, the federal aid through the "Smith-Hughes act" for agricultural vocational training is administered through county high schools, as well as through the zone agricultural schools, and is most beneficently handled.

The federal aid through the "Smith-Lever act" is for farm demonstration work, better known as farm extension, and is administered through the State College of Agriculture.

This, of course, is not in any way associated with the common school system.

Florida—in addition to her other school appropriations—matches dollar for dollar both of these federal aids for education.

THREE MILL LOCAL IS COMPULSORY.

The point that I set out to make clear in this article is that Florida, one-third the size of Georgia, contributes more to her common schools than does Georgia, and yet it is by a system of local school taxation that the school patrons vote upon themselves. This county school tax cannot be below three mills nor more than ten, and most of the counties voluntarily vote the maximum limit.

Understand, the three mills is compulsory in order to qualify for state aid. Georgia has a toothless local school tax bill—the Elders-Carswell act of 1920—making it optional with counties to levy from one to three mills. It is a step in the right direction, but has neither teeth nor virility behind it.

Georgia's common schools will never be up to standard, and Georgia's state treasury will always be embarrassed, just as long as the burden of common school upbuilding and maintenance is thrown upon the state at large.

With a system of substantial local school taxation, supplemented by a reasonable state aid, they will flourish as they should, and Georgia will begin to climb in the column of school comparisons—and not until then.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH

Education—1921.

Common Schools, Improvement of.

Georgia

Georgia's Public School System Compared to the Other Systems Inaugurated by Southern States

The Atlanta Constitution
9/2[illegible]/21

BY JAMES A. HOLLOMON

The public schools of Georgia are administered just as satisfactorily as it is possible under an archaic system that throws the responsibility of maintenance upon the state treasury.

It is an unsatisfactory system, so recognized the nation over, as there are less than a handful of states in the union today that support their common schools by state taxation.

There is not a single state in the entire south, indeed, except Georgia, that maintains its full school system by legislative appropriation.

Most of the states provide State Aid, by legislative appropriation, to encourage the maximum local school levies, in counties and local school districts, and to stimulate specific school activities, as for instance the establishment of standard high schools, attendance, length of school term, and so on; but there is not another state that has to this time depended entirely, so far as the law goes, upon the state treasury for common school support.

Some of the states provide, by state appropriations, funds for equalizing—that is for properly maintaining a standard system of schools in the poorer counties where the taxable wealth is not sufficient to provide the necessary funds for maintaining a standard system.

It is also true that in most of the more progresive states, where modern tax and school systems have been inaugurated, the State Aid is raised by a special state school levy, differentiated from the levy for other purposes, so that the amount of money to be so employed shall not be subject to legislative juggling, and to the by-plays of petty politicians.

Be it said to the credit of Georgia, and to its present state school administration, the state is gradually recognizing the advantages of local school taxation.

This year for the fist time each county is imposing a local school tax under the mandate of the Elders-Carswell bill, which requires, upon the recommendations of the county boards of education, that a levy of not less than one mill nor more than five shall be made for the common schools.

Most of the counties this year are levying three to five mills.

The common schools of Georgia, therefore, beginning with 1922, will have more funds than ever before available; and any weak points in the system, due to a lack of funds, can at least be strengthened.

This is the best school law that has been enacted in the state since the constitution was framed in 1877.

Another law of modern, progressive tendency is the Rogers-Barrett act, which went into effect in 1920, setting aside $100,000 from the state common school appropriation for the encouragement of high school establishment; that is, for producing consolidations. Bonuses are offered for new high schools of a certain standard, etc., and the law has already been fruitful of most satisfactory results.

Making Progress In Modernizing System.

Georgia therefore is making progress toward a modern common school system, more progress in that direction having been made in the past ten years than in the forty years preceding.

And yet Georgia is right along at the tail of the columns in a great many important school positions. For instance—

Georgia's rank in school population attending school daily is 37th.

In average days attended by each child of school age, 40th.

In number of days schools were kept open, 40th.

Per cent high school attendance was of total attendance, 43d.

Per cent boys were of girls in high schools, 19th.

Average amount of money spent upon each child attending, 46th—only two states below.

Average expenditure per child of school age, 46th—again low; only two less.

Average expenditure per teacher employed, 44th in rank.

Average expenditure for other educational purposes, 47th—only one state less.

Average expenditure for teachers' salaries, 38th.

This is not a very good showing—certainly not good for the Empire State of the south, or one to be proud of, when Florida, our southern neighbor, with less than a million people, and comparatively a young commonwealth ranks as one of the ten best common school systems in the United States, all of these points being averaged in the whole.

Florida supports her schools by local school taxation, while Georgia sticks to the old, weather-worn system of state taxation; as even though now, under the new local tax law, the local rate is so low that the strain upon the state for maintenance has not been relived.

On the contrary, under the 1920 school code, the common schools will get, beginning in 1922, one-half the gross revenues of the state from all sources.

If the revenues amount to $12,000,000 the common schools will get $6,000,000 for maintenance, and so on.

This money is not pro rated to counties upon the basis of attendance but upon the basis of school population. Georgia has the largest negro population (in numbers, not average) of any state in the United States.

How State Appropriations Have Yearly Grown.

As an indication of how the state appropriation for common schools has grown from year to year, let me cite the figures since 1900—

Received from incidental fees	135,127.37
Received from donations, etc.	144,378.87
Received from sale of school property	21,331.54
Received from sale of school bonds	763,055.57
Income from endowment	4,606.84
Received from all other sources	560,523.25
Total raised for common schools	$11,948,307.40

It must be remembered that Georgia floated $3,500,000 of discounted school warrants in 1920 in order to pay even the partial payment on the state appropriations that she made for that year.

When a state has to resort to the pawnbrokers to pay state appropriations then there is something radically wrong.

As I have stated other states in the south and practically throughout the United States depend upon the state treasury to support the state's higher educational institutions; and supplemented by a liberal State Aid, and a program of stimulating bonuses, depend upon the counties and local school districts to govern and support their local common schools.

It is the only system that has been found satisfactory to all the people.

The burdens of taxation on the individual are no greater, for if placed in the local levy it is accordingly withdrawn from the state levy.

Now let's see what the other states do for common schools, briefly—

What Other Southern States Are Doing.

Florida levies a one mill school tax used as a State Aid, and constitutionally requires the counties to levy a minimum of 3 mills and a maximum of seven. All the counties, except one or two, voluntarily accept the maximum. It permits the local school districts to make the same levy. And Florida has one of the best common school systems in America.

Louisiana allocates 2 1-2 mills of the state levy to schools in the parishes from which collected, and the parishes are required to levy a 5 mill local school tax.

The state makes nominal appropriations for equalizing, and for bonuses for activities.

Mississippi demands a local school tax of 3 mills, plus a district tax of 3 mills, and appropriates from the state funds $1,250,000 as an equalizing fund, and another $1,000,000 for bonuses and a State Aid to counties. Other specific funds, as the capitalization tax and the interest on the school endowment go into the system, prorated on a basis of attendance.

Tennessee has an equalization fund of $570,000—$6,000 to each county, provided that counties receiving this fund **shall levy for elementary schools a tax sufficient to produce the sum of $5 for each child of school age.** Provided, further, that when a county has levied the minimum of 30 cents on the $100 of the assessed valuation of property, and maintains a **minimum** of five months **for all school,** it shall be entitled to receive its proportionate share of all state funds.

$100,000—For aiding in the consolidation of schools and supervision of teaching. As in every southern state the movement to consolidate schools in lieu of the one-teacher shack school is rapidly taking root.

$95,000—To supplement the salaries of county superintendents, the minimum State Aid being $500, the maximum $1,000, respectively.

Alabama demands a common school levy of 3 mills minimum in each county, and this is supplemented by a state appropriation of $500,000, which sum is used as premiums and bonuses for stimulating higher local levies, and specific activities.

South Carolina levies a 3 mill state school tax, alocated to the counties on a basis of attendance, and in addition appropriates $1,000,000 a year from the state treasury for encouraging consolidations, attendance, etc. The counties are required to levy 3 mills or more for school taxes.

North Carolina appropriates from the state treasury approximately $1,500,000 a year for common schools as a State Aid, depending upon the counties for local school support. The total going into the public schools of North Carolina is around $15,000,000 a year.

Virginia requires the counties and cities to levy 50 cents on the $100 valuation for local school support, and as a State Aid it differentiates its state levy, allocating a specific rate to common school support. The state appropriates direct only for equalizing and bonuses.

Around $14,000,000 a year goes into the public schools, and the state has one of the best systems in the south.

Argument Sufficient To Prove the Case.

These comparisons are argument sufficient that Georgia must sooner or later transfer the burden of public school support from the state tax levy to the local tax levy, so that the taxpayer can see his tax money spent for his own children, in the shadow of his own home; and so that the state treasury can be relieved of the gross burden, except the State Aid—and so that the common schools of Georgia shall not continue a ball for juggling politicians.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH
DEC 17

(From over)

	Appropriation.	Enrollment—White.	Enrollment—Colored.	Enrollment—Total.	Census.
1900	$1,440,642	.....	.....	484,385	.....
1901	1,505,127	.....	.....	502,887	.....
1902	1,615,052	.....	.....	439,784	.....
1903	1,538,955	300,596	201,418	502,014	703,133
1904	1,591,471	298,865	200,238	499,103	.....
1905	1,735,713	289,234	199,286	488,520	.....
1906	1,711,844	307,494	208,774	516,268	.....
1907	1,786,688	308,153	201,029	509,182	.....
1908	2,000,000	306,891	201,512	508,403	735,471
1909	2,250,000	316,315	213,038	547,912	.....
1910	2,250,000	334,994	220,800	555,794	.....
1911	2,500,000	342,129	222,942	565,071	.....
1912	2,550,000	348,571	222,659	571,230	.....
1913	2,550,000	360,554	230,254	590,808	795,484
1914	2,550,000	375,261	239,783	615,044	.....
1915	2,550,000	385,167	240,687	625,854	.....
1916	2,700,000	405,658	254,890	659,548	.....
1917	2,700,000	414,572	263,531	678,103	.....
1918	3,200,000	418,246	261,501	679,749	840,861
1919	3,500,000	427,162	261,958	689,120	.....
1920	4,000,000	446,054	277,023	723,077	.....
1921	4,500,000	.....	.....	.....	.....

Now let me present a summary of the educational work in Georgia in 1919 and 1920:

Atlanta Constitution 9/20/21

	1919.	1920.
Total number of school age	840,861	840,861
Total enrollment	689,120	723,077
Average attendance	467,081	515,147
Average length of school year	140 days	140 days
Total number of school houses	7,961	7,838
Total value of school propery and equipment	$19,863,921.52	$23,062,640.75
Number school houses built during year	215	213
Value of school houses built during year	$ 927,763,87	$ 1,466,136.19
The amount raised by local taxation	4,295,940.66	5,693,205.89
The amount given by the state	3,700,000.00	4,000,000.00
Total number of schools	8,441	8,359
Total number of teachers	15,753	16,409
Average Salaries—Grammar Grades:		
Average monthly salary paid white male teachers	$ 77.00	$ 87.70
Average monthly salary paid white female teachers	60.22	70.52
Average monthly salary paid colored male teachers	40.00	43.88
Average monthly salary paid colored female teachers	30.44	33.70
High School Grades:		
Average monthly salary paid white male teachers	127.47	153.00
Average monthly salary paid white female teachers	79.50	91.37
Average monthly salary paid colored male teachers	62.63	69.24
Average monthly salary paid colored female teachers	42.26	47.46
The total fund raised for public schools	$ 9,270,135.29	$11,948,307.40
The grand total raised for educational purposes for colleges, common schools and secondary work amounted to	12,048,833.68	15,540,781.58

Note particularly the last two items in the table and the negligible support given to all higher institutions in the state, as the university, College of Agriculture, Georgia Tech, the district agricultural schools, the various normals and industrials and woman's schools and so on, including the vocational schools for the deaf and dumb and blind and feeble-minded and lame—the negligible support, I say, given to all of these combined, as compared to the common schools, is very apparent.

How the Incomes Are Derived.

The common schools derived their income, independent of the state appropriation in 1920, from **voluntary** local taxation and from various other sources best explained in the following summary:

Balance from 1919	$ 557,397.42
Received from state	3,698,827.13
Received from local or municipal taxation	5,693,205.89
Received from tuition fees	369,853.52

STANDARDIZING COLORED SCHOOLS

The Savannah Tribune 9/22/21

Georgia law until recent years, forbade the use of public funds to maintain high schools. Schools of this grade, being thus under private management, were naturally of various standards; and one of the greatest public services of the state university of late years has been to standardize and correlate these white schools throughout the state.

The department of the university having this work in charge has now begun the standardization of colored schools of like grade. The first colored institution to be inspected and accredited by the university as meeting standard high school requirements is Knox Institute, Athens. Other schools are to be examined this fall.

The university authorities think that a similar public rating of Negro colleges would be beneficial to all concerned; and that the interest of sound education would be promoted by the standardization of colored institutions of high school grade throughout the South. It will be recalled that just such work as recently be undertaken in North Carolina, not, however, by the state university, but by the Division of Negro Education of the State Department.

EDUCATION OF THE NEGRO YOUTH OF GEORGIA

Atlanta Independent 9/24/21

We have a leaflet issued by Rev J. A. Martin, Field Secretary of the Georgia Association for the Advancement of Education Among Negroes. It sets forth the activities of the association and makes an excellent showing. Rev. Martin is putting forth strenuous efforts and making a splendid record. Among other things the report says:

"For the purpose of informing the general public and with a hope of inspiring the people to become more interested in the great cause of education, the association sends this leaflet to the people of Georgia. We trust that the slogan: 'THE NEGRO YOUTH OF GEORGIA MUST BE EDUCATED," will be taken up with increasing zeal after our people have read this short statement from the secretary of the association."

Secretary Martin then gives a glimpse of his monthly doings. He mentions in this connection the splendid work that is being done by Mr. W. B. Hill, Rural Supervisor of Education. They co-operate together and have accomplished a great deal in enlarging the scope of the work in behalf of the colored youth in Georgia, and it is gratifying to note that the colored people themselves are taking a lively interest in the construction of buildings for Negro youth. In many places the Field Secretary has conducted the rallies personally and thereby caused many of the communities to raise more funds than they would have otherwise. He has met many of the Boards of Education and held conferences explaining the Rosenwald Fund and urging our people to make the deeds of the property to the Boards of Education. He has aroused much interest in the building of school houses and education among both races.

Among some of the very encouraging results have been the completion and cost of the following houses:

Rockmart, Polk Co.	$ 4,000
Reynolds, Taylor Co.	4,000
Kinlaw, Camden Co.	3,500
Gainesville, Hall Co.	1.500
Toomsboro, Wilkinson Co.	3,000
Soperton, Treutlene Co.	2,500
Conninghan, McIntosh Co.	2,000
Harris Neck, McIntosh Co.	3,000
Swainsboro, Emanuel Co.	4,000
Groversville, Brooks Co.	2,000
One School, Carroll Co.	2,000
Bentley School, Newton Co.	2,400
Keysville School, Burke Co.	3,000
Pumpkins Town School, Randolph Co.	2,000
Total for Negro Schools with buildings completed since May	$38,900

This is approximately what has been done in dollars and cents since the month of May. It must be understood that some of this work had been planned before that time, but we speak of the completion of the assured completion of these buildings. Most of them are being occupied.

This is a remarkable showing and should have the hearty support of the churches, secret orders, societies and all of the people of Georgia, for it is only by the education of the masses can we hope for the future of the race. Education is indispensable to any people—ignorance is a curse and the greatest drawback to our group today. It is as true as it was in Daniel Webster's time who said: "Educate your children and the country is safe."

DIVISION OF BEHAVIORAL SCIENCE RESEARCH REEL 13

Education

Common Schools, Improvement of. 1921.

TEXAS SCHOOL SYSTEM MUCH IMPROVED

Austin, Tex.,—The last legislature increased the state appropriation for public schools $4,000,000, raising the state per capita from $8.50 to $14.50. This puts Texas well in the forefront of educational advance in the South. Free textbooks are also provided for all children, white and colored; and a fund of $2,000,000 is set aside annually for the betterment of such rural schools as meet the conditions prescribed. The money provides better equipment and salaries, and is equally available for schools of both races. The school term is practically the same for both sets of schools, and those for colored children get their proportionate share of the state funds. The state is also increasing its high schools for Negroes, already more numerous than in any other state. The year' s apropriation for the state colored Agricultural and Mechanical College is $250,000. In the education of its colored population Texas is coming to the front in a way that promises well for their future prosperity and that of the commonwealth in which they are a vital factor.

SCHOOL INCREASE MAKES NECESSARY MORE BUILDINGS

This Will Be Statement of Superintendent Dykes in Annual Report To Be Read Before Board on Monday.

FIVE MORE SCHOOLS ARE RECOMMENDED

Total Enrollment Increase, Resulting in This Need, Reported at 2,446 by Dykes.

The total enrollment increase in Atlanta's public schools over last year is 2,446, by far the greatest annual attendance increase since the system was organized fifty-one years ago. Atlanta now has the second largest public school system in the South, the enrollment since the opening of the term in September reaching 32,682.

These are facts which will be disclosed in the annual report of Superintendent W. F. Dykes, which he will read before the board of education at its regular meeting Monday afternoon. Another important feature of the meeting will be the election of a president of the board.

Erection of five more modern schools would be necessary to provide accommodation for the overflow that now exists, asserts Mr. Dykes. The seating capacity of the schools is 27,581. Although fifty-five basement rooms are being used for classes, there is a shortage of seating capacity for 2,376 pupils, made up for by double sessions, there being 114 in the negro schools and 14 in the white. Concerted action on the part of the public is what is needed to bring about better conditions in the schools, says the superintendent.

1920 Improvements.

What was done during 1920 by way of physical improvement and enlargement of the system is mentioned as follows:

Two stories added to the building at Commercial High School, one story added at Tech High, Milton Avenue School rebuilt with an additional story, three additional rooms erected at Faith Street School, two rooms at Stewart Avenue School, a residence adjoining Formwalt Street School bought and remodeled to provide three class rooms, two more buildings rented for Tech High and an extra room rented for the Lucile Avenue School.

Twenty-four schools have auditoriums, nine of which are used for class room purposes. Twenty-eight schools have library rooms, twelve of which have been converted into class rooms.

The total enrollment of the High Schools is 4,059, Tech High's being the largest with 1,223; Girls' High, 1,044; Commercial High, 986; Boys' High, 554; Negro High School, 252.

Grammar Schools.

Enrollment of the grammar schools by grades is as follows:

White.

	Boys.	Girls.
First grade	1,783	1,667
econd grade	1,572	1,364
Third grade	1,283	1,307
Fourth grade	1,237	1,266
Fifth grade	1,250	1,269
ixth grade	977	1,158
eventh grade	754	1,005
Colored		
irst grade	1,032	906
econd grade	598	621
Third grade	511	618
Fourth grade	364	574
Fifth grade	349	475
ixth grade	237	329
Seventh grade	170	388

In the high schools the number of boys in attendance exceeds that of the girls.

According to the superintendent's report, in addition to the Smith-Hughes classes for industrial work, there are even special classes for mentally defective children, five ungraded classes or retarded children, four special classes for foreigners and one class at the Oakland school for deaf children.

Special School.

He makes particular mention of the boys' special school.

"This little school," states the superintendent, "organized for the purpose of caring for incorrigible boys from the grammar schools, deserves the sympathetic support of the entire city. These boys deserve a nice building with playgrounds, a work shop, a swimming pool, a library and a gymnasium. Their school life should be made attractive. It will cost the city less to develop the good in these boys while they are young than to repress the bad in them in later life."

Mr. Dykes compliments Lieutenant Colonel James M. Little and the officers under his command in R. O. T. C. work for the fine training they have given the students of the corps and results they have accomplished.
Atlanta Constitution.

Standardizing Colored Schools

Georgia law, until recent years, forbade the use of public funds to maintain high schools. Schools of this grade, being thus under private management, were naturally of various standards; and one of the greatest public services of the state university of late years has been to standardize and correlate these white schools throughout the state.

The department of the university having this work in charge has now begun the standardization of colored schools of like grade. The first colored institution to be inspected and accredited by the university as meeting standard high school requirements is Knox Institute, Athens. Other schools are to be examined this fall.

The university authorities think that a similar public rating of Negro colleges would be beneficial to all concerned; and that the interests of sound education would be promoted by the standardization of colored institutions of high school grade throughout the South. It will be recalled that just such work has recently been undertaken in North Carolina, not, however, by the state university, but by the Division of Negro Education of the State Department.

Southern States Compared In Institutional Support

BY JAMES A. HOLLOMON

In The Constitution of last Friday I made the comparisons, as concisely as I could state them, of the Georgia tax system and rates, with the systems and rates in other states of the south.

It was shown that in most of the group the ad valorem rates were higher than in Georgia; but that in those states, notably in North Carolina and Virginia, where a serious effort had been made to **distribute** taxation, by imposing a mild **net** income tax to reach the large earner who owned no "property;" and by bringing the intangibles to the tax books, which **can** be done, as Virginia, in particular, has demonstrated, the ad valorem rate has not only been **materialy reduced below the existing Georgia rate,** but in North Carolina, it has not been found necessary to impose any property tax by the state in 1921.

* * * *

T day I will compare briefly the support that the states in the south give their institutions with the support that Georgia gives her institutions.

It will be unnecessary to cite more than two or three of the institutions in each state to illustrate the point.

Take state universities as distinctive unites, for example:

Florida, maintenance, one year, $250,000.

Louisiana, maintenance, one year, for the university and agricultural college combined, which are both co-ordinated into one unit, $1,000,000.

Mississippi, maintenance, one year, $165,000.

Tennessee, maintenance, one year, one-half of a mill state levy, estimated for 1921, $1,000,000.

(This also includes the agricultural college, which is incorporated with the university into a single unit.)

Alabama, maintenance, one year, $121,000.

South Carolina, maintenance, one year, $250,000.

North Carolina, maintenance, one year, $445,000.

Virginia, maintenance, one year, $260,000.

The Virginia university has large incomes from endowments.

Georgia, maintenance, 1921, $95,000.
(This was cut 10 per cent for 1922.)

* * * *

Now let's see about the improvement programs—

Florida's university at Gainesville is practically new.

Louisiana is now spending a $5,000,000 appropriation in the construction of a new state university in which agricultural training will predominate.

Mississippi is spending the proceeds of a $5,000,000 bond issue for institutional improvements, of which the university gets $750,000.

Tennessee is now completing a $1,000,000 university improvement program.

Alabama has just completed improvements to the amount of $600,000 to her university.

North Carolina has recently authorized the sale of $6,500,00 in improvement bonds, of which the univerity will get $1,490,000.

Georgia has spent only $10,000 in buildings at her university in ten years, despite the fact that this year she will have 1,500 applications for admissions, and she has dormitory facilities, three to a room, for only 250. That's the record!

Don't overlook the fact that Georgia is the "Empire State of the South," and justly entitled to be by reason of her superior population,

greater per capita wealth, and larger surplus of sovereign wealth over and above liabilities.

Can she maintain that position if more revenues are not provided in order to more progressively support her institutions?

Of course she cannot!

* * * *

Let's look at the state agricultural colleges—

If any one agency contributes most to the material welfare of an agricultural state it is the state agricultural college, accepting as a unit its various co-ordinated activities, such as teaching, demonstrating, experimenting, together with its practical farm and domestic science extension work.

Florida's agricultural college gets approximately $400,000 a year for all purposes, including the match fund to make available the federal aid.

Louisiana's maintenance appropriation of $1,000,000 a year is for the university, the agricultural department predominating in university activities.

* * * *

Mississippi—Small state with a predominating negro population—appropriates each year to her agricultural college for maintenance $275,000; for experiment stations, $65,000; for Smith-Lever extension work $75,000—**a total of $415,000 a year.**

Tennessee gives $1,000,000 a year, in round figures, for the maintenance of the university and agricultural college, which constitute an educational unit, provided by a half-mill ad valorem levy.

Alabama maintains her polytechnic for boys with an appropriation of $185,000 a year, with a separate maintenance for the technical institute for women of $65,824. **The extension work and experimental farms are maintained under additional appropriations.**

South Carolina gives the entire income from the sale of fertilizer tags to the agricultural college at Clemson, plus direct appropriations for evperimental and public service work, including extension work, **the total amounting to $500,000 a year.**

North Carolina maintains her agricultural college with $275,000 appropriation a year, **plus special appropriations for the extension and experimental divisions.**

Virginia appropriates to her agricultural college a total of $459,000 a year for all purposes.

Georgia appropriated to her agricultural college for all purposes, including maintenance, extension work provided under the Smith-Lever act, field meetings, summer schools, etc., $241,000 in 1921, **and this has been cut 10 per cent for 1922.**

Georgians are familiar with the desperate fight waged in the recent legislature to eliminate the appropriations to match the Smith-Lever federal fund for county extension work in Georgia.

Where did that "fight" come from?

That's another story!

* * * *

It is thus all along the line.

The other states of the south, as illustrated by the actual figures, appropriate each year double and treble the similar appropriations made by Georgia to their state institutions, **not only educational but eleemosynary as well.**

Now, are all of these states of the south, Florida, Alabama, Louisiana, Tennessee, Mississippi, South Carolina, North Carolina, Virginia—are they **all** reckless, and appropriating unreasonably for the support of their educational and **humane** institutions? Or is Georgia failing to rise to her serious responsibilities as the Empire State of the south?

It is unnecessary to ask that question.

The soundness of **education**—the vocational training of the young men and women to take up **intelligently** and with acquired **efficiency** the responsibilities of the future—**as an investment** will not be challenged by even the "most mossy of the moss-backs"—

And the **sacred duty** of a state to provide vocational training for her **delinquents** and the proper care and protection for her **defectives** cannot be challenged by any person in whom an ounce of red blood courses, or whose heart is less penetrable than stone.

* * * *

Georgia is **not** doing her duty by any of her institutions; and nothing but a revised tax system that will provide **more** revenue, by **distribution, without increasing the individual burdens of taxation,** will enable her—as the Empire State of the south—to measure up to her responsibilities, or to keep step with her neighbors.

* * * *

In tomorrow's issue I will go very fully into a comparison of the common school systems in the southern states.

Georgia contributes far more to public schools **from the state treasury** than any other state in the south; and in proportion to taxable wealth, and to educables, more than any state in the union.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH REEL 13

Louisiana.

Education – 1921.

Common Schools, Improvement of.

Louisiana Is Now Showing Way In Program for Better Schools

Atlanta Constitution

1921

BY C. P. WINSTEAD,
(Financial Editor The Constitution.)

Louisiana has just adopted a new constitution, and in that constitution has been embodied some changes in school laws that are remarkably progressive. The fight against greater appropriations for schools was waged on the floors of the convention halls that has been waged in Georgia, but in Louisiana it was the case of practically one man against the field, and the man Governor Parker, won through persistent effort.

The Louisiana constitutional convention lasted for 107 days, and was composed of 146 members, six of whom were women. Most of these members were members of the state legislature, and naturally were chosen for their legislative qualifications. Governor John M. Parker, a farmer, dominated the convention by his strong personality and his support of an educational program which embraced the establishment of a state agricultural college on a basis so broad and costly that the lawmakers were astonished and could not grasp the educational idea until it had been constantly hammered into their inner consciousness.

$5,000,000 College Wins.

Taxation in Louisiana has been the subject of bitter discussion in public and legislative halls for years, and was no less in the constitutional convention. Governor Parker's educational program was not welcome, for the lawmakers had their eyes on the "severance tax" to help pay some of the state's expenses aside from the schools. The "severance tax" is the term applied to the revenue derived from taxation on oil, gas and mineral property. It is the term rated entirely rom the other taxes and applied for specific purposes. In this case the governor decided that it should be used in the support of the schools, more than for any other purpose. Each parish producing oil or minerals, however, is to receive a certain sum for general purposes, and the remainder of the severance tax is to go to the school fund.

Governor Parker naturally takes a farmer's view of education, not a narrow but a broad view. He therefore submittted a plan for a great state agricultural college to cost $5,000,000. This staggered his opponents, and they fought the proposition from the start, but the opposition weakened as he discussed the matter with the convention delegates, and they finally voted to create the greater institution. With such an ardent advocate, agriculture and conservation were written into the organic law of the state.

The five millions for the agricultural college is not to be applied all at once, but will be appropriated during the years 1922 to 1925, inclusive, so it will not be such a heavy burden.

Other notable measures were adopted by the convention which make for progress in Louisiana. One of the most important was the creation of a new educational system for the state, consisting of a state board with supervisory powers over all educational matters. Eight members are to be elective and three appointive. The state superintendent is to be appointed by the board. Additional taxation was appropriated for the schools of the state, to go into effect January 1, 1925.

Under this new taxation, the higher state educational institutions will got $700,000 more per year.

A splendid highway sytem is assured by the measure passed by the convention. It appropriates all the license taxes on motor cars and 2 cents tax on gasoline, which will yield about $5,000,000 per year for good roads.

Considering the fact that Louisiana stands practically at the bottom of the list in educational progress in the United States, the steps taken by the organic convention were timely and commendable. Statistics from the United States department of education show that the average school term in Louisiana is 136 days per year, or a little less than seven school months. The percentage of illiteracy is 29, the lowest in the United States. The average of illiteracy in the whole country is a little less than 8 per cent.

Georgia in Same Boat.

Georgia is almost in the same boat as Louisiana as regards education. The fight in the legislature against appropriations for the commmon and higher schools of the state is along the same lines as is Louisiana, although waged from different angles.

Georgia is slightly better off, educationally than Louisiana, according to the government statistics. The average school term in the state is 138 days, not quite seven months per year; the percentage of illiteracy is 20.7, only four states from the bottom. Taking these facts into consideration, the need for money for more and better schools and teachers is obvious.

United States Commissioner of Education P. P. Claxton recently commented upon the educational situation in Louisiana in the following words:

"In 1920, but for the year 1919, the people of Louisiana paid into the federal treasury in income and profit taxes and miscellaneous taxes the sum of $51,716,000. Their proportionate part of the customs taxes for that year was $5,491,000, making a total of $57,207,000 paid in federal taxes, more than seven times as much as the expenditures for public schools and for all normal schools, colleges and universities for that year; more than twelve times the salaries of all public school teachers in that year, and only $6,000,000 less than the salaries of public school teachers for 50 years.

"In the same year the state's revenues for other purposes than for education were $5,280,000, and city and parish taxes for other purposes than education were fully $22,000,000. The total taxes paid by the people of Louisiana for other purposes than education in that year were, therefore, not less than $84,000,000. This is more than twelve times the cost of all public schools and more than eighteen times the salaries of all public school teachers for that year and considerably more than the salaries of all public school teachers in all the history of the state.

Chewing Gum vs. Schools.

"In 1920 the people of the United States spent $22,700,000,000 for luxuries. The population of Louisiana is 1.7 per cent of the population of the United States, and it is quite probable that the people paid their full share of the luxury bill. If so, the total expenditures for what the secretary of the treasury has denominated luxuries, was $385,000,000, and for the several items mentioned as follows:

Chewing gum.	$ 850,000
Soft drinks.	5,950,000
Toilet soap.	6,800,000
Jewelry.	8,500,000
Face powders, cosmetics, perfumes.	12,750,000
Tobacco and snuff.	13,600,000
Cigars and cigarettes.	22,270,000
Luxurious service.	51,000,000
Joy rides, pleasure resorts, races.	51,000,000
Food luxuries.	85,000,000

"Chewing gum for one year," continues Mr. Claxton, "cost nearly as much as the normal schools for four years. The bill for soft drinks was nearly as much as the expenditures for colleges and universities for six years. Toilet soaps and public schools cost practically the same. Jewelry cost more than $300,000 above the cost of the public schools, colleges, normal schools and universities for one year. In the smoke of cigars and cigarettes was blown away in one year as much as all the schools spent in three years. Face powders, cosmetics and perfumes cost nearly twice as much as the public schools. Luxurious service, joy rides, pleasure resorts and races cost six times as much as the public school bill. For food luxuries the people of Louisiana ate up in one year $10,000,000 more than the entire cost of all the schools of the state for fifty years."

Commissioner Claxton's figures for Louisiana, applied to Georgia, would be as follows:

Chewing gum.	$ 1,445,000
Soft drinks.	10,150,000
Toilet soaps.	11,560,000
Face powders, cosmetics, perfumes.	21,675,000
Tobacco and snuff.	23,120,000
Cigars and cigarettes.	37,859,000
Luxurious service.	86,700,000
Joy rides, pleasure resorts, races.	87,000,000
Food luxuries.	144,500,000

These figures are big and astonishing, but are based on absolute facts and Georgia being about 70 per cent larger in population than Louisiana, they are not exaggerated. Louisiana, at the bottom of the educational scale in this country, spends about $6,500,000 per year for education. Georgia, a little higher up on the educational ladder, spends about $8,500,000 per year for schools.

Comparing the cost of luxuries and wasteful expenditures for each state with the pitiful sums spent for making good citizens, it can readily be seen where retrenchment is in order.

CITIZENS DEMAND SCHOOL BE WHITE

NEW ORLEANS LA PICAYUNE
AUGUST 15. 1921

Proposal to Give McDonogh No. 30 to Negroes Is Protested.

Sizzling protest was lodged Sunday by citizens and property owners near McWonogh School No. 30 against the consideration being given by the Orleans Parish School Board to a proposal to turn that school over to negro use. At the same time a committee composed of Joseph Lopez, M. Goldsmith, J. Staunton, Captain William Yeager and William Le Bauf announced a public meeting of property holders and school matrons at 523 South Lopez street for Tuesday at 8 p. m. to organize the opposition. All citizens of the district are urged to be present.

The school is at Gravier and Miro streets.

"We are tired of talk about turning this school over to the negroes," asserted Joseph Lopez. "There is hardly more than one negro family to the block. It is not a negro neighborhood at all and there is no excuse for thinking of putting a negro school there.

"They say they would take care of the children that now go to McDonogh No. 30 by sending them to McDonogh No. 11. It can't be done, because already the basement of No. 11 is being used as classrooms. There is lots of room in No. 30 and it should continue to be a white school in a white neighborhood."

DIVISION OF BEHAVIORAL SCIENCE RESEARCH
FEB 17

Education – 1921

Common Schools, Improvement of.

Mississippi

CAUSE OF EDUCATION MUST BE ADVANCED

VICKSBURG MISS HERALD
MAY 15, 1921

COUNTY CANNOT AFFORD TO CHEAPEN TEACHING CORPS.

Enthusiastic Meeting of Warren's Board of Education Was Held Yesterday at Noon.

In one of the most enthusiastic and largely attended meetings ever held by the educational authorities of Warren, at the court house, yesterday at noon, unmistakable evidence of supreme confidence in the "Perfected Rural School System" and a firm determination to let nothing prevent the full operation and development of all the talents of the citizenship of this county was made manifest, in every act, word and deed of those who, directly or indirectly participated.

Perfect Attendance.

Dr. S. W. Johnston, T. H. Jett, Dr. C. S. Hyland, A. H. Cook and F. L. Austin, in the order named, representing the five districts of Warren county, as members of the board of education; B. P. Ferguson, W. E. Luckett and B. B. Bedford, members of the County Agricultural Board, and W. S. Cooper, president, William Luckett, vice-president, and Ben Bedford, secretary, the officers of the Warren County Trustess Association, as well as the trustees of all county schools and the patrons of a number of communities, made up the educational assemblage.

Teachers' Salaries.

It was evidenced by those in attendance that the schools of the county, especially the teaching force, should be the last to feel the crusade of retrenchment. The county board of education, in the most direct manner, instructed the county superintendent of education to abide by the ruling made, last year, in connection with the payment of the minimum salaries to those who had failed to attend a full six weeks' normal and those who have failed to file same. It was further suggested that, before teachers, who have been elected for the coming session, select a normal course, that they should confer with the county superintendent of education and with the principal of the school in which they are to be stationed, during the coming year.

Smith-Hughes Schools.

By resolution, it was determined that all county schools be placed on the Smith-Hughes list and trustees were instructed to elect no teachers who failed to comply with the demands of this regulation. At this time, Jefferson Davis Academy, Bovina, and Oak Ridge qualify in agriculture and Jett school in domestic science. In the future, both these branches will be affiliated with the government requirements. All the county schools are equipped for this work and it is assumed that there will be a very material development along these lines.

Negro Schools Approved.

At the request of Dr. C. S. Hyland, Superintendent of Education Culkin gave a detailed statement of the negro schools of Warren county. At the end of his remarks, by a unanimous vote, the entire plan was approved and the efforts of the superintendent were commended. As is known, these schools will offer to the negroes of the county a system of training and education in keeping with the demands of progress that should be made in their development.

General Topics.

Every item connected with the operation of the consolidated centers and those things which pertain to the negro industrial schools received the time and attention of the meeting. Physical education was made a part of the curriculum; the serving of lunches by the domestic science departments of the several schools was commended; the approval of a system which will make the studies in all the grades of the schools uniform and the stressing of the essentials of an education claimed attention; the establishment of the music courses in all the schools was enacted; athletic contests, not to replace or destroy the efficiency of the class room were encouraged; "Warren County Field Day" was made, by resolution, a demand of the school life of the rural communities; the opening of the fall session for 1921-22, and numerous other salient phases of the life-social-economic-educational of Warren county claimed thoughtful consideration.

Bids Opened

Bids on all the school routes were opened. It was decided to accept no contract unless same met with the approval of the local trustees.

During the coming week there will be meetings at the several schools, and the lowest and best bids will be accepted. In some instances, where the amount suggested was high, the routes will be let at a subsequent meeting of the local trustees.

J. H. Culkin, county superintendent of education, acted as chairman of the meeting and J. G. Sherard, deputy superintendent of education, acted as secretary of the meeting.

OXFORD MISS EAGLE
SEPTEMBER 15. 1921

Jackson.—Bura Hilbun, state supervisor of negro schools, states that $7,000 will be spent this fall in equipping seven of the newly erected training schools at New Albany, Starkville, Tupelo, Wiggins, Monticello, Itta Bena and Doddsville. The equipment includes school room furnishings, such as desks and blackboards, and apparatus for home economics departments and manual training, including blacksmithing.

STONE IN STRONG PLEA FOR NEGRO EDUCATION

Commercial Appeal

Schools Source of Good Citizenship, Says Solon.

11/7/21

HOLLANDALE, Miss., Nov. 6.—Representative Stone of Dunleith, chairman of the ways and means committee of the lower House of the Mississippi Legislature, has just completed a striking series of addresses on education delivered throughout his home county, Washington. He has spoken under the direction of County Superintendent Hatch of Greenville, and in company with Assistant State Superintendent of Education Broom of Jackson. Last night at the Hollandale Consolidated School he imparted a message that made a strong impression upon his hearers. In part, it follows:

"I am seeking nothing at the hands of the people of Washington County. I am not a candidate for office and never expect to be. But I believe that the only reason for the existence of a man is service to his fellows, and, in my judgment, no greater service can be rendered the people of this county than to help in improving its public schools. For that reason I am here.

"This democracy is still in an experimental stage. The perilous problems of popular government were not solved when the constitution was adopted in 1739. They were not solved by the Civil War, and they were not solved by the great World War. No social problems are solved by conflict of arms.

"Of the many great problems before us there is, perhaps, none greater than the problem of making good Americans of the foreigners within our gates. How to teach them to use our institutions for their own good and our own good is one of the chief questions of the times. Liberty in the hands of the ignorant is a grave danger to society.

"In my many visits to the New England states I have been favorably impressed with the way they have met this great problem. In their great centers of population, where the foreign population is so large, public sentiment has decreed that the children of all newcomers must not only learn to speak English, but they must think in terms of American life. To that end New England has erected a marvelous public school system for the benefit of the lower elements in its civic life. It has declared that the foreigners shall not be a menace to the priceless heritage of American civilization.

"It is that policy that I would see adopted in the south. Some modern tendencies do not have my sympathy—such, for instance, as the rapidly diminishing function of the home in the education and training of the child. But there is nothing I can do to opposit it. It is here to stay. And for that reason we should all the more earnestly seek to improve our schools. We should see to it that the teachers, who are more and more sharing the duties of fathers and mothers in the home, should be of the highest character and ability. The parents must, for the good of their own children, associate themselves more intimately with the school and school life.

Plea for Negro Education.

"Here in the south we have no large population of ignorants. But we do have the negro. Unlike the foreigners in the north, he came here against his will. He is governed by the laws we make for him; he must abide by the decrees of our courts. He deserves our best service. And even for selfish reasons we should improve his lot. He is an imporant part of our economic system, and will continue to be. If we make him efficient we shall share in the benefits that result.

"Negroes, like every other people, are divided into two classes—the conservative and the radical. Is it not wise to do all that is within our power to put the conservative class in power over the radical?

"We ought, I think, to take the deepest interest in negro education. We should carefully examine the teachers, for it is they that determine the character of the next generation. What is the attitude of the negro teacher toward life, toward the white race, toward the negro race, and what are his qualifications for the high office in which he is placed? These are some of the questions we should ask here in the south, and to answer them we must take a deeper interest in education.

"On my own place I make it a rule to get in touch with the negro school teachers, find out what their character is, what their outlook upon life is. I do it for my own protection, and I find that the results of that system have been good. They would be equally valuable, I think, if they were adopted in the state at large."

WORK AMONG NEGROES.

JACKSON, Miss., Nov. 7.—Bura Hilbun, state supervisor of negro education has just completed compilation of figures that show the work done from January through December of 1920 by Jeanes Industrial Supervising teachers in this state. According to the tabulation 3,647 days have been given to the work, 2,877 places visited, 2,471 demonstrations given, $10,548 raised to pair the fund, 147 toilets built, and 59,381 people reached, the last figures covering only the months of September, October, November and December, no provision for the information having been made in the blank form used up to that time.

NEGROES GET FINE SCHOOL

$75,600 Building at Hattiesburg to Be Dedicated Thursday.

Memphis Tenn Commercial Appeal 11/21/21

HATTIESBURG, Miss., Nov. 20.—A negro high school costing $75,000 has been erected here and will be dedicated Thursday, Nov. 24. The negroes regard the construction of the building as evidence of the kindly feeling of the white citizens toward the race and their desire to see it improve along educational lines.

Negro leaders are endeavoring to make the dedicatory service one of the most notable events, having a bearing upon inter-racial relations, in the history of the state. Dr. Sutton E. Griggs of Memphis, Tenn., well known negro author and orator, has been selected to deliver the address of the occasion. Knowledge of this fact has created great interest among members of his race and the whites who know of his efforts at race adjustment. Indications are that there will be a vast audience of members of both races to hear the address.

Prof. W. H. Jones is principal of the negro high school here and his influence has contributed greatly toward developing the sentiment that is working for the advancement of his race

DIVISION OF BEHAVIORAL SCIENCE RESEARCH

Montana

Education — 1921.

Common Schools. Improvement of

LIVING PLACES FOR RURAL TEACHERS.

School Life 4/21

Montana School Districts Provide 270 Teacherages—A Thousand Teachers Lack Ordinary Comforts.

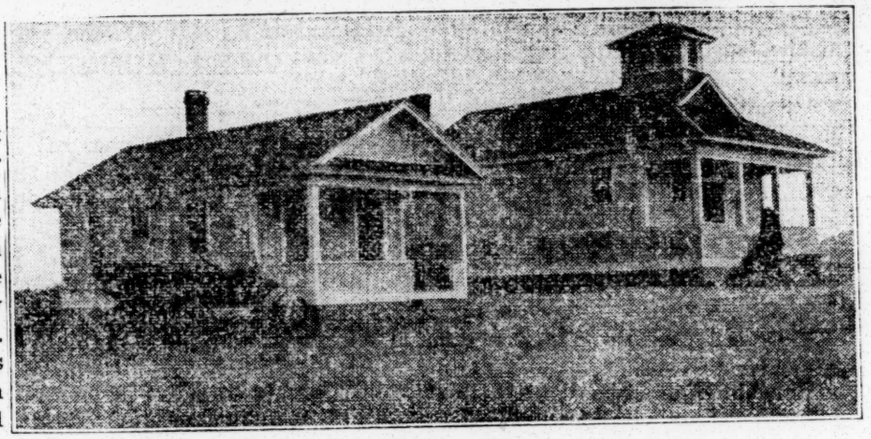
Providing proper living conditions for their teachers is one of the most pressing problems before rural and village communities. A teacher can not give efficient service if she is uncomfortable in her home. The essential elements in a teacher's living conditions are a clean bed, wholesome food, and a quiet, warm room where she may work undisturbed. There are still more than 1,000 rural schools in the State where teachers do not have the ordinary comforts of a good place to live.

It is much more difficult for most teachers to find a good boarding place than to find a school. The difficulty of securing good teachers for rural and village schools would doubtless be very largely solved if good homes and living conditions were provided for all teachers. One of the first questions a teacher considering a rural or village school position usually asks is, "Is there a good boarding place?"

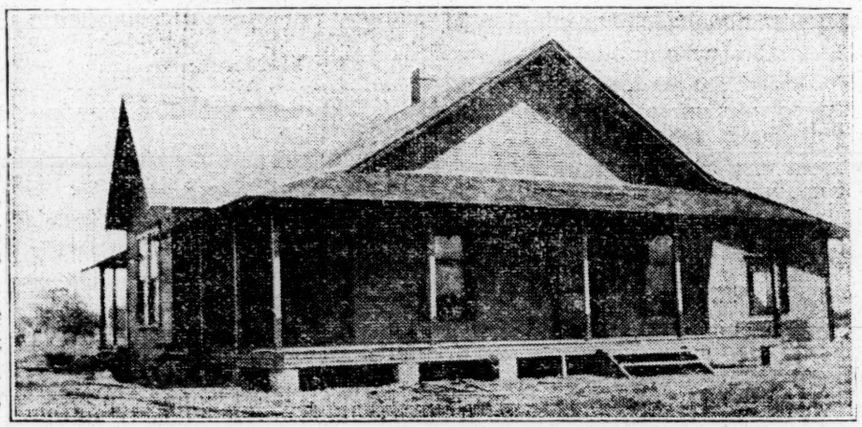
There are in Montana 3,166 one and two teacher schools, but only 226 district-owned teacherages. This number is increased by 34 cottages or ranch houses rented for teachers and by 10 teacherages and rented cottages located in villages. The average cost of 233 district-owned teacherages in the State was $481.80, but there are teacherages that have cost anywhere from $100, with donated labor, up to $3,000 for a teacherage near a one-teacher school, and $3,500 for one in a village. The teacherages are not evenly distributed over the State, for in 10 counties there were none in 1919–20 and in 25 other counties there were only 60.

A number of rural teachers lived in schoolhouses. There were 125 school buildings where separate rooms had been provided for the teacher. This has been a fairly satisfactory plan; such rooms have not always been occupied every year. Ninety-six teachers last year lived in the class room. This plan interferes so much with the work and conduct of the school that it has not been adopted except as a last resort in some isolated communities with few children.

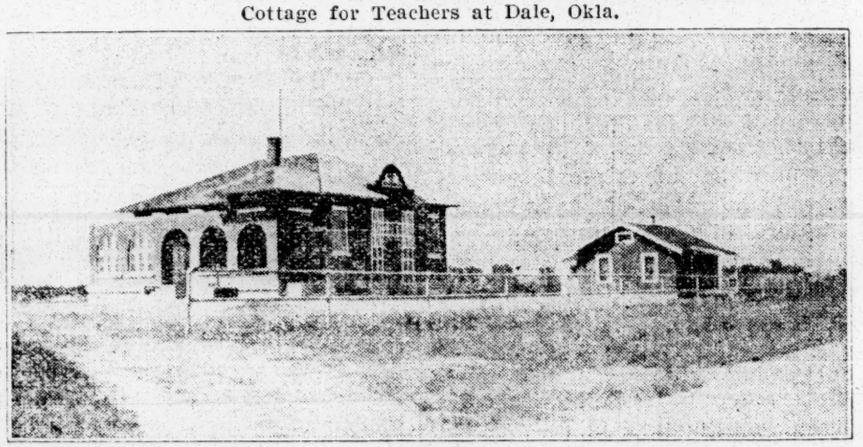
By far the largest number of rural teachers in 1919–20 lived in homes in the communities where they taught. There were 1,763 teachers provided with rooms to themselves at boarding houses, but there were approximately 1,047 other teachers living in private homes in which separate rooms were provided. In some counties it is common to find homes with separate rooms for teachers, but there are 10 counties in which approximately 321 rural teachers had no separate rooms. One hundred and thirty-three teachers lived outside of the district in which they taught, and 42 of these were obliged to do so in order to find a place to live.—*May Trumper, Superintendent of Public Instruction for Montana.*



Crow Creek Teacherage and School, Broadwater County, Mont.



Cottage for Teachers at Dale, Okla.



School and Teacherage at Bracewell, Weld County, Colo.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH DEC 17

Ohio

Education - 1421.

Common Schools Improvement of

MANUAL ARTS STRUCTURE FOR NEGROES IN MARION ADDS TO FACILITIES.

Dallas Express 3/26/21

Marion, Ohio, March 24.—The occupation of the new manual arts building, which has recently been completed for the Negro school, was formally celebrated with a dinner given to the trustees of the Marion schools and with the exercises by the pupils of the school.

Among the guests were Judge Charles A. Woods, R. J. Blackwell, Albert Woods, Henry Mullins, J. O. Gasque and Herbert Lewis of the board of trustees; T. C. Easterling, superintendent of the city schools; S. J. Wall, county superintendent of education; Mayor George McKerrall and J. W. Blackwell, secretary of the chamber of commerce.

The new building is a two-story structure, having on the first floor a well equipped manual arts room, a sewing room, cook room and science room. The entire second floor is taken up with an auditorium. The building was made possible by the benevolence of citizens of Marion, prominent among whom was Judge C. A. Woods and Mrs. H. L. Tilghman, as well as contributions from such charity funds as the Rosenwald, Jean and Rockefeller.

Ten years ago, the Negro school of Marion consisted of one poorly equipped building. Now there are four, all fairly well equipped and in good condition. T. C. Easterling, superintendent of the city school here, has worked for a number of years to give the Negroes a better showing and it was through his efforts that the new manual arts building was obtained. He was the first superintendent in the state to introduce this department in both white and Negro schools.

The Negro school here is said to be one of the best, if not the best in the eastern portion of the state. For three years now, it has been a central training school. Eleven teachers are employed here, and the school has more than 600 pupils. The teachers receive good pay.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH DEL 17

Education – 1921.

Tennessee

Common Schools, Improvement of.

FOURTEEN SCHOOL BUILDINGS DEDICATED TO PUBLIC EDUCATION IN FAYETTE CO., TENN.

The Baltimore Herald
9/21/21

Mr. Julius Rosenwald, Philanthropist, Helps Negroes Build Public School-Houses At A Cost Of $50,000.

Somerville, Tenn., Sept. 14.—For the past ten days, Fayatte county has been blessed with an unusual educational compaign. Beginning Monday, September 5th, fourteen rural schoolhouses for Negroes in Fayette county and one in Hardeman county have been dedicated with fitting programs. The principal speakers in these programs were Mr. Clinton J. Calloway, of Tuskegee Institute, Alabama, who is field agent for Rosenwald schools; Mrs. W. P. Ware, Jeannes Fund supervisor for Fayette county; Mr. W. P. Ware, principal of the Fayette County Training School, Somerville; Bisohp J. F. Lane of Lane College, Jackson, Tennessee; Mr. A. . Ward, cashier of the Fraternal Savings Bank, Memphis, Tennessee; Mr. W. R. Davis, Negro farm demonstration agent for Fayette county, and Mr. Geo. P. Mays, field representative of the Fraternal Savings Bank, Memphis, Tenn.

Mr. Calloway, the principal speaker on each occasion, stressed the importance of longer school terms, regularity in attendance by the children, and a lbieral use of the schoolhouse by the parents in holding their community meetings. Fayette county is purely rural with a population of 27,000 Negroes, 9,000 of whom are scholo age.

Hardemon County Training School, 14 miles from the Fayette County Training School, was dedicated by a party of speakers on eSptember 13, County Superintendent M. L. Hardin, with other white citizens, was present and in a very pleasing address, assured the colored people of the county that the Boord of Education stands ready to lend a hand in making the school what it should be. This building is of brick and cost $20.000. The colored people, by private subscription, contributed $7,000 of this amount.

Wednesday, September 14, the ayette County Training School was dedicated. County Superintendent J. B. Summers, in a very strong address, assured the large gathering of people that the Board of Education stands back of them; and is actively interested in having comfortable and and sufficient schools for all children in the county.

Mrs. W. P. Ware, the Jeannes Fund supervisor, expressed great satisfaction at the evident influence of these new school buildings, in making the rural people happy and satisfied to live on the farm and work out the community building problem in an intelligent and satisfying manner.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH

Texas

Education – 1921.

Common Schools, Improvement of

INDEPENDENT SUPPORTERS AND THE PUBLIC.

One who would judge from the arguments, or lack of them, as presented to the Negro Voters of Dallas by the Colored Voters League heads, is brought to the conclusion that these worthy gentlemen have, either an ex-aggerated opinion of their persuasive powers, or an incomplimentary idea of the intelligence of the voters to whom they appeal. Dallas Express 4/2/21

Their arguments seem to indicate that consistency has little or no place in their scheme of things and that men's emotions are more powerful in swaying them than their brains.

Their latest literature as given to the public includes a copy of the recommendations adopted at the general mass meeting held March 1, together with a circular letter to each voter berating the Citizens' administration for raising the tax rate, phone rate, street car fares, etc., and ending with the following statement: "the men on this ticket **has committed themselves to the** recommendations here closed."

We, with many a voter are asking if such a statement is true? If it is, how do they attempt to explain the constantly recurring advertisements over the signature of the V. I. L., that at least one of the things (section 6 of the Platform) supposedly promised, **positively has not been promised and will not be.**

While we, and there are many others like us, have never felt that such a thing had been promised, recent events have made us even more skeptical of the veracity of **"somebody."** Instead of asking **"what has been promised"** we are now almost **ready to ask if "anything has been promised? Certainly if we** are to be guided by the official V. I. L., advertisement appearing on last Sunday and again on Tuesday, we find warrant enough for grave suspicion of the validity of many of their claims as we do of the reasonableness of their other arguments.

They argue at length about how badly the Negroes of Dallas have been treated under the Citizens' regime. One of their speakers has deplored the raising of the tax rate and called on "high heaven" to witness the fact that "my people, my people are left with nothing!"

Such stuff is not argument. It represents a waste of energy which might be more wisely expended.

Who did raise the tax rate? The people of course. The elections last April indicated their advocacy of that bond issue.

Have Negroes benefitted from it? Let us see: There is not a Negro teacher in Dallas regularly employed whose salary is less than $1,000 per year. The bond issue made this possible and there are about 100 Negro teachers.

A high school site has been purchased from this same bond issue at a cost of $29,000.

A school site in South Dallas has been purchased and a building erected upon it at a total cost for building and site of $15,-000.

Plans have been drawn for the Negro High School, the cost of which is estimated at nearly $150,000.

When we total these items it is found that **$259,000 worth of permanent improvement has been and is being done on and for the Negro Public School system of the City of Dallas.**

Who is responsible for it? **The Citizens Association's administration at the request and with the consent of the Voters of Dallas.**

Any man or group of men who claim that $259,000, more than a quarter of a million dollars, is nothing, are either to be congratulated upon their collossal "nerve" or ignored because of their lack of common judgment.

The Express does not pretend to feel satisfied with conditions even as they now exist after such an appropriation, but it does contend that all square, fair-minded men will give credit even to "His Satanic Majesty" when credit is his due.

Let the supporters of the V. I. L., be equally as generous, if they are square, fair minded men.

If their choicest arguments are found to be worthless, (and they have already been found so) let them either find others or admit that they have no case.

Our public will not be fooled as easily as these gentlemen may suppose.

Facts are not so fancy as fiction, but they are a great deal more convincing.

It is our opinion that our friends would do well to fill at **least a few** of their supposed arguments with a semblance of truth.

The brainless ones among us still exist, but they are not to be found in "bunches" among our voters.

HIGHER STANDARDS FOR ATHLETICS.

The recommendation of the Inter-Collegiate Athletic Association denouncing betting among players and spectators at College games appeals to us as highly worth while.

Wholesome competition is not prompted by betting. It is an evil from which our schools might well be freed.

Athletics which are not clean are not wholesome.

The Association in seeking to remedy this evil has done well.

In fact, its whole program of improving athletics in Negro schools is worthy of emulation.

As the Association now stands, it is composed of representatives of our larger schools and colleges of the Southeast. It was organized in 1912 by representatives of Howard, Lincoln, Union, Shaw, Hampton and Atlanta.

Representatives are sent from each of several schools each year to a conference which aims to "promote the physical welfare of students in Colored institutions of higher grade to foster athletic games and contests in counnection with the same and to formulate rules governing all games played and meets held under its supervision."

There can be no doubt but that its continuance through nine years is proof that the schools affected by it have profited by its formation and operation.

In this connection the natural query rises as to whether or not the schools of Texas might not be benefitted by a similar association.

There are twelve schools of fair size in Texas.

They all foster athletics to a certain extent. Would it not encourage the development of this branch of their activities if such an association should be formed and a schedule of inter-collegiate games systematically planned and regulated? We believe that it would do much toward the improvement of athletics among our Texas schools.

The aid of the Texas Public Health Association as recently offered should be made use of in the observance of Negro Health Week. It is an agency for good among us. Its directing heads are specialists in promoting the knowledge of health preservation. We need more of that knowledge.

Many Southern States are making substantial appropriations for the improvement of Negro schools. They are learning that every one who enters the scheme of production must be efficient if the fullest success is desired. These appropriations represent nothing more nor less than increased common sense.

Virginia.

Education – 1921.

Common Schools, Improvement of.

HIGH SCHOOL OPENS WITH COLORED FACULTY

(Special to The New York Age.)

The New York Age 9/24/21

Lynchburg, Va.—The public schools opened Monday with a zest and enthusiasm on the part of both teachers and pupils seldom seen on such occasions. The attention of the entire city was centered on the colored High School which opened under the management of a colored faculty for the first time for many years, and which is a full realization of the colored citizens' long contentions for the change from white to colored teachers. The moral effect of the colored faculty is already seen in the influx for enrollment of many former students who had lost interest and dropped out while the white teachers were in charge.

New Building For Negroes

LYNCHBURG VA NEWS
NOVEMBER 29, 1921

Council Appropriates $105,000 For Purpose Of Providing New School Facilities

WILL FURNISH BUILDING

Efforts To Secure Proposed Building At Polk And Twelfth Street And Furnish It For Less Failed, School Board Tells Council

Expenditure not to exceed $105,000 for a colored high and grammar school to be erected on the corner of Polk and Twelfth streets was authorized yesterday afternoon by the city council before which members of the building committee of the school board appeared to press the matter of an appropriation to meet the needs of colored school children.

H. H. Harris in presenting the matter for the school board said that the lowest of bids recently secured by the board fixed the cost of the building, exclusive of furniture, at $101,043.80. He said it was the belief of the board that the building could be erected and furnished for $105,000.

Other members of the board present, G. E. Vaughan and D. M. Penick, and E. C. Glass, superintendent of schools, explained that a conference of the low bidders had been held yesterday morning when it was attempted to reduce the cost to $100,000 the maximum fixed by a previous action of the council. This they were not able to do, it was said.

Doubt was expressed that building cost would make any further declines and that the building could be built any time in the near future cheaper than now. Councilman Williams expressed surprise that the decrease in cost below the bids taken six months ago was only about $2,000.

After considerable discussion Mayor Harper called Mr. Williams to the chair and moved the appropriation not to exceed 105,000. This was seconded by Mr. Menefee. The vote was unanimous.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH